

## METHODS, TECHNIQUES AND TOOLS OF EDUCATION IN THE SOURCES OF FOLK PEDAGOGY

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### ABSTRACT

This article deals with the use of methods, techniques and tools of education in the sources of folk pedagogy. With the help of national education in folk pedagogy, the most favorable, progressive ideas and views, tested in the experience of ancestors, are passed on to the new generation, inculcated in their minds the moral norms accepted by society.

**Keywords:** People, nation, pedagogy, upbringing, youth, assimilation, ancestral upbringing.

### INTRODUCTION

The pedagogy of the independence period is characterized by its diversity, the existence of new examples and approaches to the essence, purpose and process of education. These circumstances require a new approach to the theory of education, including the reliance on nationalism in the upbringing of the younger generation, the effective use of sources of folk pedagogy and national spiritual and moral values in the educational process.

National upbringing is an upbringing, the content of which is based on ideas and views that are valuable and important for a particular people, nation or ethnic group, which is a characteristic of the ancestors, ensures the continuous transmission of life approaches to generations, decides respect for ethnic traditions.

With the help of national education in folk pedagogy, the most favorable, progressive ideas and views, tested in the experience of ancestors, are passed on to the new generation, inculcated in their minds the moral norms accepted by society. The enrichment of the goals, content, tasks, methods, techniques and tools of social education with national characteristics ensures its effectiveness. Therefore, in folk pedagogy, it is important to focus on a specific goal of education, to ensure that parents are sufficiently aware of the pedagogical and psychological basis of national values and the organization of family education.

### MATERIALS AND METHODS

Many philosophers, psychologists and educators have conducted their own research on the sources of folk pedagogy, its peculiarities and educational significance. In particular, O.Musurmonova, M.Murodov, T.Mirzo, M.Sattor, B.Sarimsoqov, R.Mavlonova, K.Khoshimov, M.Quronov, M. M.Ochil, A.Ashirov, O.Turaeva, I.Jabborov, K.Kholikberdiev, Sh.Shomaksudov, S.Yuldasheva, Russian scientists A.E. Izmaylov, G.N. Volkov, G.D. Baubekova, P. Pidkasistiy, G. Selevko, V. Slastenin, I. Podlasiy are among them.

In their research, these scholars emphasize the role of folklore, religious teachings, traditions, rituals, customs, life experiences, behavioral forms, attitudes towards children, adolescents and the elderly, which are passed down from one generation to the next. .

At certain periods in the history of the Uzbek people, actions aimed at the implementation of national education are prohibited. However, during the years of independence of the Republic of Uzbekistan, the restoration of national values, the development of national culture, including the development of national educational traditions, began to receive attention at the level of state policy. To determine what educational requirements national independence imposes on families, what qualities are reflected in the behavior of social actors, what other qualities should be formed, what positive qualities need to be enriched and passed down from generation to generation to study, restore and determine the prospects of national spirituality in the republic is very important from the point of view.

The resolution of the following cases will contribute to the effective implementation of national education in folk pedagogy:

- Restoration of national spirituality and moral traditions, respect for the cultural heritage of the people;
- knowledge of traditional and modern methods of education in folk pedagogy and their enrichment in content and form;
- Development and effective use of educational tools that reflect the national educational culture and identity of the people;
- mutual respect for the national culture and languages of the peoples living in the territory of the republic;
- It is necessary to develop a methodology of national family education and put it into practice. At the same time, the integration of the ideas of national, historical and cultural traditions, spiritual experience of the Uzbek people, as well as other peoples living in the territory of the republic into the system of education and upbringing are important pedagogical issues today.

The formation of a sense of humanity in young people is the main idea of the national education of the Uzbek people. Everyone brought up in an Uzbek family has a sense of doing good deeds, showing kindness to children, respecting adults, and empathy for the grief of loved ones and others.

Folk pedagogy includes all issues related to the upbringing of a harmoniously developed generation, its maturity. Accordingly, a well-rounded person should have such qualities as patriotism, humanity, diligence, harmony, love of science and profession, justice, intelligence, initiative, faith and devotion, efficiency, decency, as well as deep knowledge, appreciation of time, it is necessary to know and appreciate the customs and national traditions of the people, to understand the religious teachings correctly, to follow the etiquette and dress code.

It was required to be free from vices such as ignorance, malice, arrogance, cowardice, lying, obscenity, dishonesty, impatience, greed, arrogance, jealousy, ignorance, which are the opposite of these qualities. There are a number of methods, techniques and tools in folk pedagogy to inculcate these positive qualities in the upbringing of young people and to keep or avoid them.

Techniques such as admonition, example, encouragement and reprimand have been used by our people for centuries, and the following positive forms are known:

explanation;	to say thank you;
training, exercise;	approval;
habituation;	to applaud;
agenda planning;	to pray;
encouragement of good character and deeds;	applause;
to beg;	comfort;
express a wish;	reward, reward;
praise;	expression of confidence;

Also, the following cases are condemned in the upbringing of the younger generation in folk pedagogy:

- prohibition;	- mourning and cursing;
- to order;	- accusation and embarrassment;
- to rebuke, to do;	- confession;
- demand;	- expression of distrust;
- embarrassment;	- jaundice;
- begging and persuasion;	- blind faith;
- reprimand;	- aggravation and whining;
- coercion;	- beating;
- expression of hatred;	- intimidation;
- ridicule;	- leave without speaking;
	- corporal punishment, etc.

The most commonly used type of parenting technique is to set an example. This can be done in two different directions. In the first, he is encouraged to follow his example by showing the exemplary aspects of people with good qualities, while in the second, he is taught to hate it by showing the wrongdoings of people with negative morals. The way of life of great scholars and thinkers will always be a model for us. For example, adults in the family should always be a role model for their children. Because a child learns all the good qualities and bad ones, first of all, from the family, because our people say, "He does what he sees in the bird's nest."

In the method of encouragement in folk pedagogy we can include such forms as praise, approval, applause, reward. When children are applauded, praised, applauded, thanked, applauded, and rewarded as much as possible by the exemplary work they do with good qualities, they strive to acquire better qualities and do good deeds. We can cite many examples from the Uzbek folklore. There are countless tales, legends, myths, legends and epics about the heroes of the work, who saved the people from the tyranny of the tyrant and won the praise and mercy of the people. Praise, applause:

- "Thanks to your parents for raising you";
- "Thank you teacher for teaching";
- "Thank you for your wisdom from the Master";
- "Barakalla, my son, my daughter";
- "Aqlu-hushing, idrokingga ofarin";
- Sentences such as "Praise be to your wisdom" are used.

In folk pedagogy, its sources do not use corporal punishment as a means of educational influence, but rather emphasize that corporal punishment leads to bad consequences. But in the history of folk pedagogy it is known that from the point of view of upbringing, forms of corporal punishment of slapping and ear-stretching were used.

Our people have used various educational tools in the implementation of various methods and forms of education. In particular, folk games and toys, folklore, nature and human relations, features of folk medicine, various weddings, parties, gatherings, parties, joint participation of adults and children in celebrations, gossip and entertainment, teahouses, mourning ceremonies, long journeys and hunts, and h.

Thinking of children as one of the means of education to behave, not to speak, to speak in turn, to pour tea in turn, to pass tea with the right hand, to share treats equally, to encourage the table, and so on. Both the good qualities and bad behaviors of teenagers are manifested in these gatherings. Adolescents who take part in socializing with the advice of adults are well versed in the rules of etiquette.

Another means of education in folk pedagogy is hospitality. Ceremonies, gatherings, weddings, gossip, tea party gurungs all include hospitality. Hospitality is one of the highest personal qualities ingrained in the life of our people and serves as the most important educational tool in the education of young people. The hosts of the apartment use the best dishes to entertain and delight the guest, cook delicious meals. The special rules of hospitality are taught to children from an early age by giving them advice and counsel, setting a personal example. Thus, our people, through the above-mentioned methods, forms and means of education, have brought up the younger generation morally and taught them human qualities.

## **RESULTS AND DISCUSSION**

At the same time, in families where the positive requirements are used more in the process of upbringing, it is observed that parents respect children, are kind to them, and children strictly follow the instructions given by parents. On the contrary, children do not respect parents who abuse negative methods, there is no discipline in the family, and the educational process is not organized effectively.

Sources of folk pedagogy emphasize that it is very important that the family is formed in a peaceful and at the same time disciplined manner, with no excessive nervousness, no complaints, a high spirit and joint efforts to improve family life.

Thus, the formation of national upbringing in the family on the basis of the sources of folk pedagogy is a very important area of strengthening independence. Because it is in the family that nationalism is nurtured, that is, the individual is nurtured in the interests of other people, in the interests of society as a whole. It is brought up by the method of bringing young people closer to the conditions of their parents' activities, by means of participation in the family budget, by means of humility when the family is self-sufficient, and by not discouraging the family when it is short. Integrity in this is the open, sincere attitude of young people to people and things; when the skills of thrift, good saving and careful storage are formed; responsibility, from breaking or dismissing something, in anticipation of guilt, and in embarrassment; intelligence is manifested in the ability to anticipate many things and issues at once.

In the process of teaching this subject, it is possible to use all available pedagogical innovative technologies and achieve effective results. "Concept Analysis", "Assistance", "Direction", "Step by Step", "KBI" (Observation, Debate, Persuasion), "Brainstorming", "Syncway", "Feedback", "FSMU" "Cluster", Training, methods and technologies such as "Confused Concepts", "Comparative Analysis", "Interview", "Problem", "Why", "3x4", "Conceptual Table", "Familiar Situations". In addition, a number of creative tasks, intellectual tasks, written

and oral exercises are given during the lesson, as a result of which the topic is fully mastered and the intended purpose of the lesson is achieved.

## CONCLUSION

In short, in the past, our ancestors used methods such as admonition, explanation, praise, encouragement, example, reprimand, prohibition, coercion, intimidation. Team members tried to convince young people about the rightness or wrongness of what they did, their behavior, relying on the rules of ethics in applying these methods, explaining to them the meaning of morality and immorality, justice and injustice, good and evil. This is the basic rule in upbringing.

In the formation of national education, the uniqueness of the oral traditions of the people, religious teachings, customs, traditions, rituals, customs, life experiences, forms of behavior, attitudes to children, adolescents and the elderly, passed down from generation to generation.

In the current era of globalization, the rapid development of technology and technology is leading to an expansion of the needs of the modern person. Given the leading role of the media, especially the global Internet, in the lives of young people today, it is pedagogically necessary to find solutions to modern approaches in the organization of international education.

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